teaching mode, and is engaged in cooperation with ASEAN higher education. 280 professional college students who are not suitable for ASEAN exchange students and educational exchange activities were selected as the research objects. Communicate with the selected student groups to understand the psychological reasons why they do not adapt to the exchange activities of ASEAN universities, and design experimental intervention measures based on this combined with positive psychology. After that, the subjects were divided into experimental group and control group. First, the basic information statistics and difference significance test were carried out for the two groups. After confirming that there was no significant difference in basic information among students in each group, the intervention experiment was carried out. The students in the control group were given routine psychological counseling on coping with the exchange activities of ASEAN colleges and universities, and the experimental group was given special training and psychological counseling combined with positive psychological ideas and methods, so as to teach students the method of looking at problems from a positive perspective. Before and after the intervention, the two groups of students need to be tested for positive psychology. The test questions are designed and completed by the research team. The test is a hundred-mark system. The higher the score, the more obvious the positive psychological performance of the subjects. All measurement type features in the study are displayed in the form of mean ± standard deviation for *t*-test. Counting type features are displayed in the form of number or proportion of number for chi square test. The significance level of difference is taken as 0.05.

Results: After the implementation of psychological intervention measures and test, collect the data obtained from the test, eliminate the invalid data, and count the effective data to get Table 1.

Table 1. Statistics of positive psychological test scores of two groups of students before and after intervention

Test time	Experience group	Control group	*t*	*P*
Before experiment	65.2±4.1	64.9±4.5	1.452	1.663
After the experiment	78.7±3.5	65.1±3.4	0.358	0.018
t	0.401	1.760	-	-
P	0.019	1.735	-	-

It can be seen from Table 1 that the t-test output *P* value of the positive psychological test scores of the two groups of students before the experiment is 1.663, which is lower than the significance level of 0.05. It is considered that the data difference is not statistically significant, which proves that the grouping of the research objects is reasonable. However, after the experiment, the average scores of positive psychological tests in the experimental group and the control group were 78.7 and 65.1 respectively, and the data difference between the two groups was statistically significant.

Conclusions: Aiming at the problem that some college students in southwest China are not suitable for the communication between schools and ASEAN higher education institutions, this study designed a group psychological counseling experiment based on positive psychological intervention. The results showed that there was no significant difference in the scores of positive psychological tests between the two groups before the experiment. The psychological scores of the former and the latter groups increased by 13.7 and 65.7 respectively, which was statistically significant compared with the experimental group and the control group. The experimental results show that the application of positive psychological methods to intervene students can alleviate the psychological problems brought by students' transnational higher education exchange activities and improve students' positive psychology.

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THE INFLUENCE OF CLOUD COMPUTING AND VIRTUALIZATION TECHNOLOGY AND APPLICATION COURSE ONLINE TEACHING ON STUDENTS' THINKING AND LOGIC ABILITY

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Background: The main manifestation of thinking logic disorder is that the high-level functions of human brain such as memory, logic and thinking cannot operate abnormally, and the thinking disorder of patients in one aspect is likely to cause other obstacles. The main clinical manifestations of thinking logic disorder are divided into perception disorder (such as hypersensitivity or retardation, sensory deterioration and internal discomfort), memory disorder (such as strong memory and memory defect) and analysis disorder (logic disorder and association process disorder). The causes of its occurrence are mostly abnormal activities of human cerebral cortex. Some college students in China suffer from a certain degree of thinking logic disorder due to excessive examination-oriented education and poor family education. The disease of thinking logic disorder will weaken the learning and thinking ability of patients, so that these ill college students may not keep up with the learning progress of other students in the learning process, or even understand the teaching content of teachers. However, the popularity of cloud computing and virtualization technology provides a different solution for college students with thinking logic disorder to improve their learning effect. The research results in some related fields show that the application of cloud computing and virtualization technology in classroom teaching can improve students' learning efficiency. However, there are few academic materials to apply these technologies to assist the learning of college students with thinking logic disorder. Therefore, this study attempts to analyze the application of these technologies in college online curriculum design and its impact on the learning ability of college students with thinking logic disorder.

Subjects and methods: Firstly, we need to collect academic literature in the fields of thinking and logic ability, online course construction, cloud computing and virtualization technology teaching application, and list a number of countermeasures that may help assist college students with thinking and logic barriers to learn. Then collect 55 mental cognition experts and online teaching experts from China to form the expert group needed by the research team, send the sorted countermeasures to the expert group, ask the expert group to modify and supplement whether the countermeasures are effective and whether there are omissions, and evaluate the positive impact of each strategy on students' ideological and logical barriers. The impact degree is solidified into five types, including no impact, slight impact, general impact, obvious impact full impact, and 1 indicates no impact, 2 indicates slight impact, 3 indicates general impact, 4 indicates obvious impact, and 5 indicates full impact, so as to realize the digitization of impact level and further improve the accuracy of research results. After receiving the evaluation and opinions of the expert group, complete the feedback sorting, and judge whether the opinions of the experts are consistent. If not, the sorted materials need to be sent to the experts for evaluation again, and the inquiry cycle cannot be stopped until they reach an agreement. Finally, all measurement type features in the study are displayed in the form of mean ± standard deviation for *t*-test, and counting type features are displayed in the form of number or proportion of number for Chi square test. The significance level of difference is taken as 0.05.

Results: After the experts reached an agreement, the statistical expert group members' opinions on the impact of various countermeasures on students' thinking logic obstacles are obtained in Table 1.

Table 1. Statistical results of consensus of the expert group

Reason	No effect	Slight impact	General impact	Obvious influence	Full impact
Virtual teaching case display	1	7	18	20	9
Case simulation analysis using cloud computing	8	11	23	9	4
Integrating virtual modeling topics in online courses	8	17	19	10	1
Allow students to study freely using cloud computing	0	3	16	22	14

The cell numbers in Table 1 represent the number of people in the expert group who believe that the corresponding countermeasures will bring positive effects of corresponding influence levels to students' thinking logic. It can be seen from Table 1 that the expert group believes that the countermeasures of "allowing students to use cloud computing for free learning" and "virtual teaching case display" have the most significant positive impact on students' thinking logic, and the "integration of virtual modeling topics in online courses" has the least impact. The number of expert groups that choose the above countermeasures to have "significant impact" is 22, 20 and 10 respectively.

Conclusions: In order to improve the course learning ability of students with defects in thinking logic, based on the analysis of relevant literature, this study carried out a social experiment based on expert

inquiry method. The experimental results show that the expert group believes that the countermeasures of "allowing students to use cloud computing for free learning" and "virtual teaching case display" have the most significant positive impact on students' thinking logic, "Integrating virtual modeling topics in online courses" has the least impact. The number of expert groups with "significant impact" from the above countermeasures is 22, 20 and 10 respectively. The experimental results show that the application of cloud computing and virtualization technology in the teaching of science and engineering majors in universities can improve the learning effect and cognitive ability of students with thinking logic obstacles and thinking logic defects to a certain extent.

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A STUDY ON COPING STRATEGIES OF LANGUAGE ANXIETY IN THE PROCESS OF CHINESE LANGUAGE AND LITERATURE LEARNING

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Background: Language learning mainly includes two kinds of emotional factors: the emotional factors of individual language learners and the psychological emotional factors generated by the interaction between students and teachers. Among them, language anxiety is one of the individual emotional anxiety factors of language learners. Language anxiety is a type of individual specific situational state anxiety. It is one of the unique situational anxieties in the process of second language learning. Language anxiety is one of the main factors that lead to certain learning and communication difficulties in the process of second language learning and second language communication. Language anxiety will make language learners unable to concentrate, deal with the language input from the outside in time, and it is difficult to output large-scale effective language communication, and even produce short-term language memory defects, there are many symptoms related to the impairment of individual cognition and memory, such as the impairment of long-term language intake. Language anxiety shows different anxiety characteristics in different individuals. These individual differences are mainly concentrated in many aspects, such as gender, education level, language adaptability and so on. At present, some studies have shown that the total score of language anxiety of boys is much higher than that of girls, in which the anxiety degree of boys in reading anxiety is significantly higher than that of girls, while the anxiety degree of girls in writing anxiety is significantly higher than that of boys. In addition, the severity of the external environment on immature second language learners, the psychological value evaluation of second language learners and the psychological response to negative evaluation information will also have a significant impact on individual language anxiety. Intervening the language anxiety of middle school students in the learning process of Chinese language and literature can effectively reduce the psychological burden of students, improve students' academic performance and establish a positive learning psychological cycle.

Objective: By exploring the language anxiety coping strategies in the process of Chinese language and literature learning, this study helps language majors reduce the generation of anxiety psychology in language learning, improve students' mental health level, and then improve students' language learning and application enthusiasm and learning effect.

Subjects and methods: This study combines decision tree algorithm with anxiety intervention experiment. In the research process, the experimental method of anxiety intervention is mainly used as the main data source, and the decision tree algorithm is used as the main data classification and comparative analysis method. The research is mainly aimed at students majoring in Chinese language and literature, and on this basis, a psychological anxiety intervention teaching method of Chinese language and literature is formed. The duration of the study is 8 weeks. Before and after the experiment, the researchers will collect the psychological data of the experimental students, and evaluate the students' language learning performance during the experiment. In this study, excel tables are used to sort out and count the data of experimental students, and the crime is classified and analyzed by calculation

Results: The analysis of language anxiety dilemma of students majoring in Chinese language and literature is shown in Figure 1.

As can be seen from Figure 1, the attention difficulties and language cognitive difficulties of students majoring in Chinese language and literature are positively affected by the intervention Chinese language